

# Hunters Hall Primary School

## SAFEGUARDING: *Inclusion Policy*



**I can be anything I want  
If I just believe in me**

<b>Written by</b>	<b>Lisa Cooper</b>
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<b>Signed-Chair of Governors</b>	<b>J Allen</b>
<b>Signed-Headteacher</b>	<b>S Frazer</b>

# Inclusion Policy Statement

## RATIONALE

Hunters Hall Primary school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages, which our young people may face in relation to disability, medical needs, ethnicity, gender, belief or faith. We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit our school.

All our pupils have the right to an education, which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience and maximise their opportunities for learning through the provision of personalised learning experiences, where appropriate, that have been differentiated to meet the needs of the individual.

We aim to achieve this by adopting the following:

- Overcoming potential barriers to learning and assessment for all individuals and groups of pupils.
- Aiming to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Setting suitable learning challenges for all.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- Responding to pupils' diverse learning needs.
- Ensuring that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.

We achieve educational inclusion by reviewing what we do by asking the following key questions:

- Are there differences in the achievement of different groups of children?
- Do all Hunters Hall children reach their full potential?
- What is in place for the children who are not achieving their best?
- Are our actions effective?
- Do we provide every opportunity for all our pupils to have a participatory role in every aspect of school life?

## PURPOSE

- To promote positive relationships
- To eliminate discrimination.
- To ensure access, for all pupils, to a broad and balanced curriculum.
- To promote parent / carer school partnership.

## PARENTS

- All parents receive the school prospectus or nursery booklet and have an opportunity to discuss their child's induction to school.
- Parents who do not reside with their child can receive copies of "Snippets", Annual reports and will have the opportunity to take part in parent/teacher consultations if requested.

- Meetings with Teachers and Parents are held in the first two weeks of the Autumn Term. This is not a one-to-one meeting but an opportunity for parents to learn about the routines etc of the class. The agenda for this meeting is set at the Year Group planning meeting.
- Opportunities for formal consultation take place twice a year.
- Parents receive a copy of the child's school report in July.
- Informal consultations between school staff and parents are arranged at mutually convenient times.
- Translations can be arranged if required.
- Parents are invited to curriculum events.
- In Years Two and Six meetings are held to inform parents of the procedures for SATs.
- A school representative, parents and all children sign the Home School Agreement when they reach Year Two.
- Parents are invited on school trips (as needed) and to help in class. (Parents are not allowed to help in their child's own class.)
- Before a child starts in Nursery, and children new to the school, are visited at home by two members of staff.

## **CURRICULUM**

- Pupils are assessed regularly and any concerns identified by the Class Teacher are referred to the Headteacher , Inclusion Manager or SENCo
- Parents are advised and have copies of all reports on their child. Children on the SEND register are asked their views before any review meetings.
- The school may provide support for children to access the curriculum through:
  - ❖ additional support staff
  - ❖ modified equipment
  - ❖ ICT
  - ❖ Differentiated curriculum.
- Resources and documentation are audited by staff to promote positive images and eliminate stereotypes.
- The school liaises with outside agencies including: health, occupational therapy and the education psychologist service.
- Programmes for speech therapy and occupational therapy are carried out in school as necessary.
- The school seeks advice on providing equipment for physical disabilities.
- Peripatetic music teachers offer tuition in school in brass, woodwind and stringed instruments. Children are taught in small groups. All pupils, as they reach the appropriate age, are offered the opportunity to learn to play an instrument.
- Pupil achievement is monitored in terms of gender, attendance, SEN, free school meals, English as an additional language and ethnicity.
- Year groups are reviewed annually and where there is an imbalance of gender, ability, and behaviour etc. classes may be re-organised.
- All members of the school staff are fully conversant with the Behaviour Policy and it is used consistently throughout the school.
- Staff and pupils religious and cultural values are recognised and respected.

## **STAFF**

- All staff are valued and photographs around the school remind the community of the people who contribute to the life of the school.
- The school values a trained work force and all staff are encouraged to attend courses. There is regular in-house training for teaching and support staff.
- The school advertising and interview procedures reflect equal opportunities.
- All staff have access to the school's Equal Opportunities Policy.

## **PURPOSE**

- To provide a safe haven for vulnerable children
- To provide a structured environment for children exhibiting behavioural problems at lunchtime.
- To provide a person to talk to for vulnerable and emotionally disturbed children.
- To teach and encourage the social skills of caring and sharing
- To provide a safer playground at lunchtime for all children.

## **GUIDELINES**

- Two lunchtime clubs will take place every lunchtime. They will be staffed by three members of the support staff and overseen by a member of the management team.
- There will be two sessions each day from 12:30 to 1:00 and from 1:00 to 1:30
- The maximum number of children in either session is 20.
- In the event of the support staff being absent the club will continue but with an increased involvement of the member of the management team who is on duty.
- The clubs are open to all children attending full time at Hunters Hall Primary School.
- Children attending the Club will be selected on an individual basis, as the nature of the children needing the support of the lunchtime club is so diverse.
- Some places will be offered to vulnerable children and they may be allowed to bring a friend.
- Children with broken limbs will be offered up to three days a week in a lunchtime club.
- A system of rewards will be available for use in the lunchtime clubs.
- The School Rules apply during lunchtime club. Misbehaviour will be dealt with on an individual basis using the school's lunchtime behaviour system. Exclusion from lunchtime club may be considered for serious and persistent misbehaviour.
- All staff at the school (teaching, support and administrative) can recommend a child for inclusion in a lunchtime club.
- Severity of need informs the number of sessions any child can attend in a week.
- All members of the school staff are invited to spend time in lunchtime club in order to establish improved relationships with individual children.

## **SUMMARY**

At Hunters Hall Primary School we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.